
Modern Language Bulletin

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MODERN LANGUAGE BULLETIN

WHY GERMAN?

Germany, the Germans and things German occupy at the present moment a peculiar position in the American mind. There is no gain-saying the fact that one of the striking reactions of the world war has been the awakening of a sentiment in America adverse to Germany. The manifestation of this feeling most noticeable in our schools and colleges is a lessened enrollment in the German classes, with corresponding increases in both French and Spanish.

Before I take up cudgels in behalf of the study of German, Germany and the Germans, let me be sure that my own educational background is rightly understood. I know only of English and Scotch-Irish ancestors, one of whom was the first printer in Boston. The German language and literature I met first in the class-rooms of Harvard College. It will therefore be admitted, I feel sure, that what I have to say on these subjects has a straight American origin, and I trust that any estimate made of its freedom from personal bias will give due weight to that origin. Moreover, my daily bread is not dependent upon the rise or fall of the German Empire, nor upon America's opinion concerning the value of the study of German in a liberal education. Like the German emperor, who is a glove-maker by trade, and Prince Henry, who is a watch-maker, I have other languages and a trade or two to fall back upon in case of need. So I am prepared for the possible disappearance of German from our American schools.

Possible, but not probable! For the value of the study of German to American boys and girls, to American young men and young women, lies quite apart from the vicissitudes of German rulers or even from any temporary crushing of the political or commercial power of the German nation. The achievements of the past stand, achievements so great that there can but be other great achievements to follow them in days to come, however deep the scar this deadliest of wars shall leave upon the body and soul of the German people.

There are people in our midst who see no reason for spending any time in attempting to master a foreign language. Their children are apt to take Latin or German or French or Spanish because a foreign language is "required" in their course, rather than from any clear idea of the value of the subject to them. Californians see in Spanish two advantages: First, its **supposed** easiness as compared with the other languages; and second, the possible practical, direct, bread-and-butter uses to which it may be put. French shares with Spanish a supposed advantage over German in the matter of ease. And thus German is left to stand upon its own merits, attracting those who have already a racial acquaintance with the language, or who have been informed as to its special values, or who realize that the **overcoming of difficulties** is one of the most important elements involved in all high school and college training.

But Modern Languages were not added to the curriculum some seventy years ago merely to set up one more group of difficulties to overcome. There were good reasons for them, many reasons. They were largely the same reasons which 2000 years ago prescribed the study of Greek for the boys of Rome,—for “Classic” Greek, we must remember, was in those days a “Modern Language.” The Romans realized, in the first place, that “he who knows only his own language, knows none!” They realized, in the second place, that they could not thoroughly understand their neighbors, the Greeks, without a knowledge of their ways of thinking—of their language. And, thirdly, they knew that Greek literature contained wonderful works of imaginative thought which no translation could preserve in all its original freshness and beauty.

All these considerations held good and still hold good for the presence of the Modern Languages in our curricula of the 20th century. But we are burdened with riches these days. From four to six foreign languages are available in high school and college courses. And each has good value to offer. Each claims to be **disciplinary**, **practical**, and **cultural**. The question I seek to answer here, then, concerns itself with these three values as applied to German.

Time was when people were content to allow a subject a place in the curriculum purely as a **discipline**, as a training of the memory or of the reasoning powers, or of both, quite apart from any practical application or cultural content. It is well that such a false and barren standard has been set aside; but the value of the mental training involved in any subject still remains a factor worth considering in weighing its claims. That a subject is “hard” may be a point in its favor. If in overcoming the special difficulties of the given subject one learns to develop the habit of attention to the matter in hand, if one discovers ways of making the mind reproduce accurately and promptly the material stored away within it, and if one’s ability to reason from a general principle to the specific applications of the rule is noticeably increased, then the discipline in concentration of thought, in ways of remembering and in the processes of analyzing and synthesizing has been a by-product of no inconsiderable value, amounting in some instances, perhaps, even to the main advantage derived from the study of the language.

There is no question, I think, that of the modern foreign languages taught in our schools German offers the greatest opportunity for mental training along these lines. It is just because it makes this stiff demand upon the learner at the very beginning of the work that many students turn German down in favor of some other “easier” language. If this is the main reason why a given student passes German by, it is almost a proof that that student especially needs German for his mental and spiritual salvation, as a tonic for low aims and a flabby will-power. Such a student, however, if he continues modern language study four or more years, will find that he has gained little in ease and comfort by his avoidance of immediate difficulties. For I believe it is pretty generally agreed, that the actual **mastering** of French or of Spanish or of German,—a mastery that involves ability

to converse in the language and to read at sight,—involves practically the same amount of concentration and steady practice in any language.

It may be interesting in this connection to recall the fact that there is a larger percentage of "failures" among students in Spanish than in French or in German. It would be well, perhaps, if this fact could be placarded over the door of each Spanish recitation room, to help counteract careless choosing of subjects and careless habits of study after the subject has been chosen.

To sum up this point: German, as a training in early and steady thinking, with its various declensions, its sizable words, its spectacular word-order, offers all the advantages that ambitious boys and girls could ask for.

When now we turn to the second point, the **practical** side of the language, the case seems not so clear, perhaps. Unfortunately, the cry for **practical results**,—meaning thereby direct "bread and butter," "money-earning" results,—has become the most insistent note in today's education. Unfortunate, because the pendulum is here swinging to an extreme. Personally I incline strongly to these newer "practical" studies. I desire my children to get as much of them as possible. But I should feel very sorry if, in attaining these subjects, they should omit modern language study, and especially if they should omit German. For few subjects offer greater value in the line of the "larger practicality," the practicality which should be a part of the assets of every broadly educated man and woman. Unfortunately only a certain per cent of our boys and girls are destined to go on from high school to further years of school study. Undoubtedly many of those not going to college or technical school would do better to devote little or no time to modern languages,—not because a modern language would fail to have practical value for them, but because in the comparatively short period of their school-training, other subjects tend to be of more direct application to the work that awaits them. Undoubtedly for such, here in California, Spanish would be the only Modern Language likely to prove of immediate practical use.

Of course, for the student of history, of literature, of chemistry, of agriculture, of engineering, of theology, of medicine, of law, of philosophy, of sociology,—students who expect to follow-up high school with college, and perhaps with university training,—there is no question of the necessity of French or of German,—preferably both,—for the proper carrying-on of their life-work. And inasmuch as the Germans stand unexcelled, and in most lines unequalled, in the extent and depth of their philosophical, their historical, their scientific and their literary investigations,—inasmuch, moreover, as the Germans print more **translations** of scientific and philosophical and literary productions originating in other tongues than do all the other countries combined, and inasmuch, finally, as these two lines of activity (originating educational material and forwarding educational material in German wrappers) are two of the most strongly marked characteristics of the Germans, and characteristics least likely to be changed by the outcome of the war, whatever that outcome may be,—therefore we may justly consider, that students who have turned away

this year from their former intention to take German, believing that the twilight of the German gods has at last really come to pass, are likely later on to regret decisions made without a broad understanding of the facts.

May I venture a prophecy, also, touching on the directly practical value of German to the commercial man. The increased swing to Spanish this year is not due merely to dislike for Germany, nor to the belief that German intellectualism will perish after the war. I believe this Spanish increase is more largely due to the idea that German industrial and commercial activities will largely cease in Central and South America, that the people of the United States are the logical inheritors of these promising fields for business enterprise, and that in consequence Spanish has become more than ever "practical." I have no desire to deny the probability of such developments. They ought to come true, and for those who actually get into these lines of work Spanish is a good coin to have in one's pocket. But, there is another side to this commercial and industrial problem. American business men are awakening to the demands for more than Spanish coins in the purses of their representatives. There is no question of the tremendous rivalry that will set in industrially and commercially after the war. Germany, Austria, France and the rest of the warring nations will still be fields for American products, provided our trade is properly handled and pushed. But who is to carry our American peace trade to Europe when the feverish call for man-killing cannon and schrapnel ceases? The American business-man has been discovering in the last few years that one great reason for unsatisfactory business expansion abroad lay in the fact that we have been in the habit of entrusting most of our foreign business into the hands of foreign agents. With the changed conditions that the war is bringing about in the markets of the world, it will now be almost imperative that large business firms here send their **own agents** abroad to drum-up trade. For this work, therefore, young Americans must be trained up to use the French and the German. Fewer will have the foresight to see this coming opportunity, and hence I predict that to the student who so pursues his French or his German as to be able to fill a commercial position abroad in the interests of the American business-man, will come even more numerous opportunities, relatively speaking, than to the student trained to meet the demands of Spanish America. There is, too, this additional fact to be noted, that German and French business houses seeking trade with us will no longer have their former supply of carefully trained young men to send to their American offices, and here will be an additional opportunity for our own young people, if they fit themselves to meet it.

It is with added pleasure that I turn now from German as a discipline and as a practical element of knowledge to a consideration of its **cultural** value. The main disciplinary value of any modern language may be had from a two years' study of the language. These are the years of the linguistic five-finger exercises,—plus as much real music as can be combined with such "discipline." But for practical or cultural results of any consequence four or more years of study are

a minimum essential. The student has to be brought by all available means into as close contact as possible with the spirit and the attainments of the people whose language he is studying. In no other study can a pupil gain greater cultural values (that is, expansion in world-knowledge and world sympathy) than in the study of such a deep and rich language and literature as is the German. To know the real culture of Germany, to know what the highest type of German understands by that much misunderstood and misquoted word "Kultur," is to receive nothing less than a liberal education.

There are many people, even in America, who think otherwise, however. They would agree with the woman who asked a friend one day upon what subject he was to speak at a convention in which both were interested. "On the German Character," said he. "Oh," said she, "I didn't know the Germans had a character!"

This incident reminds one of an anecdote which appeared in the press some years ago. It tells of a man sitting in a railway car in conversation with a woman, who was overheard to remark: "I cannot bear the Germans, they are only good to sing and drink beer!" A young German happened to sit near by. Turning about he said: "Sir, kindly pardon me for interrupting, but you said the Germans are only good to sing and to drink beer. Can you tell me who is the most active Christian in England? And who is the greatest scholar in Oxford? And who is the greatest engineer in America?"

The man gave an evasive reply: "I will tell you," said the German. "The foremost Christian man in England is George Mueller, of Bristol; he is the foster-father of about 2000 orphans. He is a German. The most distinguished scholar in Oxford is Max Mueller. His 'Chips From a German Workshop' are prized like so many jewels. He is a German. And the greatest engineer in the United States is Roebling; he built the suspension bridge across the Niagara and the Brooklyn bridge. He is a German. So you see the Germans can do more than sing and drink beer."

Yes, the Germans have a distinct character, and as such it is good. Of the good qualities of their character their "Kultur" is made up. It is not against real German character, as illustrated in the sane and quiet moments of the individual and of the nation, that antagonism in America has been aroused, but rather against the German nation as a political unit because of some of its actions as a political body, acting in the stress and turmoil of unprecedentedly trying circumstances. The faults of any nation are known the world over; its virtues much less. Nor is it any kinder to criticise a whole nation indiscriminately than an individual, nor a nation because of individuals. Americans have not a few national faults and the "Yankee" is rather a comical and raw figure in the eyes of the uninitiated foreigner. It is pleasant to discover the good qualities of our neighbors, especially as we reap many advantages from their good character. And especially true should this be of the Germans, who have entered in large measure into the melting-pot of American civilization, forming the largest element, in fact, next to the English, in that grand mixture of races which we proudly call our "fellow American citizens."

What, then, should be the final result to the student of German of all his hours of study, recitation, singing, picture-travel, reading of classics, learning of proverbs and poems, and solving of "differences"? Should it not be an American with strong appreciation for the "other fellow," appreciation so strong that its influence for the peace and quiet and progress of the world should be as the strength of ten un-foreign-language men!

In closing this discussion it is only fair that I should try to present briefly the main qualities which the earnest student of German will have found inherent in German culture. And as the foremost trait I would mention first, **Innerlichkeit**,—a word that can best be understood by a study of that for which it stands. It denotes the soul-life, "the man within himself, a life lived not for the sake of appearances, but for its own sake. It is that simple life which Charles Wagner (that splendid Parisian with a famous German name) has so beautifully described in the chapter on 'Notoriety.' 'The forms which move for good remain invisible, even in our individual lives; what is best in us is incommunicable. And the more vital these sensibilities and intuitions are, the less ostentatious they are. There is a secret and inexpressible joy in possessing at the heart of one's being an interior world, known only to God, whence, nevertheless, come impulses, enthusiasms, the daily renewal of courage and the most powerful motives for activity among our fellow men.' " The nearest equivalent in English for **Innerlichkeit** is "inwardness" or "spirituality." The very fact that the word **Innerlichkeit**, with its various derivatives, is used so much in the German language, while the word "inwardness" has become almost obsolete in English, shows strikingly the difference between the two characters.

Out of his **Innerlichkeit** is developed the second fundamental quality of the German, **Gründlichkeit** (thoroughness). "By virtue of his **Innerlichkeit** the German is a profound thinker, a thorough student, a man of research, whose institutions of learning have become foremost in the world. . . . He loves to dwell on underlying, abstract thought. His mind is constantly inquiring, 'What is back of phenomena?' In dealing with concrete science he will investigate first causes. Thus Helmholtz became the great physiologist, Virchow the founder of modern pathology, and Koch the discoverer of the bacillus of tuberculosis." Americans, on the other hand, strike for that which is "practical." We are known as a nation of ingenious inventors. We have experts in many lines, but are inclined to be more or less haphazard and superficial. Some of us are just being waked up to this fact. No one will question our own superficiality, I think, when one stops to consider our present preparation for industrial, commercial, or military defense. The great cry of "preparedness" and "efficiency" now resounding through the land can but remind the thoughtful American that here again we are importing a much needed article, "made in Germany"!

A third trait of German character is **individualism**. In German literature one finds the individual man portrayed rather from the viewpoint of his own life than from his relation to society. "The hero is

represented as working out his greatness by his own inner self, and it is for this reason that Goethe's 'Faust' has become the greatest production of German literature."

As a balance to this quality, and as a pleasant picture to leave in the reader's mind as this discussion closes, I may mention the German's **Gemütlichkeit**, another word for which we in America have no real equivalent. It has been defined as "depth, warmth, sympathetic feelings; a tranquil state of mind, good-naturedness, companionship; as to environments, comfort. As we speak of a 'cosy' room or chair, so the German finds his room, chair, fireside or friend **Gemütlich**." And this **Gemütlichkeit** is what the German most misses in America.

If we are honest with ourselves, we Americans who have studied German with any depth of purpose can but testify to the debt we owe, as individuals and as a nation, to the long line of German thinkers, writers, musicians, workers and philanthropists. And we recognize, too, that more tangible, but often forgotten, indebtedness to our millions of citizens of German ancestry who have been among the builders of the nation in the past and who are today in the forerank of our citizenship. Even as they have gained much by studying America's ideals, so have we much to gain by absorbing the best that German literature and life freely offer us.

CARLETON AMES WHEELER.

(Paper read at the October meeting of the Association.)

PIO BAROJA Y "AZORIN" dos modernos escritores españoles

Como entre los modos del arte, el literario es el más íntimamente ligado a lo sustancial de la vida humana, no es extraño que la crisis aquella del 98, la ruptura de los Estados Unidos con España, trajera consigo si no otras concepciones artísticas, sí puntos nuevos de orientación en nuestra literatura que significaban una reacción de los mejores contra el momento aquel. Tales días, bien dolorosos para nosotros, en que se apagaba el último rayo del sol del Emperador, no fueron todo indiferencia y despreocupación como escribió un significado crítico del otro lado de los Pirineos. Claro que no hubo una opinión cohesionada; de haberla habido desaparecía el problema. Pero sí se manifestó un puñado de jóvenes más dolorido quizá que el resto de la opinión por ser más voluntarioso en ahondar en el mal. Surgían éstos con el alma llena del afán de una reconstitución del país para lo cual pensaron en revisar los valores con estrecho criterio, riguroso, separando a los buenos de los malos, señalando con el índice a los culpables. No se les ocultaba lo desalentador de su iniciativa, pero traían bien firme el propósito y acaso una virtud nueva en nuestro suelo, la tenacidad. Había que hacer ante todo labor de diferenciación, muy escrupulosa, descartando desde luego todo matiz para dificultar el error, poder alcanzar mayor eficacia y ser más justa. El criterio, mejor que la reflexión debía establecerlo el sentimiento que,

en trances como aquel, as de mayor garantía, mucho más cuando procede de una juventud bien intencionada, vírgen por lo regular de complicidades deshonestas con los viejos que ven el país como un feudo. Había que originar una amplia opinión por medio de la sinceridad, pasando por el dolor de confesar alto las culpas todas. Y al coincidir estas preocupaciones, que ya de antiguo venían elaborándose, con la guerra hispano-americana, la reacción fué sino más amplia más intensa y las ansias de crítica más vivas. "La derrota reforja a los mejores.... pone a un lado lo que hay de puro y de fuerte y lo hace más puro y más fuerte. Y precipita la caída de los peores o los detiene en su impulso culpable...." Estas vigorosas palabras de Romain Rolland vienen justas a la España de entonces. Y no es que pretenda yo derivar de aquella fecha de fines del siglo pasado—aun cuando ya es bien significativo que haya tal grupo de escritores que se denomine la generación del 98—una aurora para la futura vida nacional española. Sería pueril señalar en los amaneceres el primer rayo de luz; mas, sin embargo, no se olvide que las aspiraciones de aquel haz de hombres venían a coverger justamente en el punto fundamental sostenido por otros hombres viejos ya, pero que se adelantaron a los acontecimientos y tuvieron ese don de ver claro en el futuro y se pusieron honradamente a laborar para él cerrando los oídos a cuanto sonara a desconfianza. Quiero decir con ésto que antes de la motivación objetiva de la generación del 98—sin lo cual se habrían signicado los hombres de ella tal vez por la adopción de una nueva teoría en arte—ya se había planteado el problema de la sustantividad española, el problema de una revisión de valores que, en la economía nacional, representa la obra de Joaquín Costa; en el orden crítico de nuestra historia literaria don Marcelino Menéndez Pelayo; en el de la vida española del siglo XIX, vida del pueblo, de los partidos políticos, llena de todos los gritos, de todas las exponenteidades don Benito Pérez Galdós; en el de la política Castelar, don Francisco Pí Margall y Don Nicolás Salmerón; en el del suelo: los pueblos, las sierras, el paisaje, la naturaleza en suma, condensado en un apostolado pedagógico Don Francisco Giner de los Ríos. Un hombre muy fuerte, vasco, cada día más jóven y más robusto en su pensamiento, Don Miguel de Unamuno, cuya característica es la originalidad, puede ser muy bien quien lleva los viejos a los nuevos figurando él mismo entre éstos por su recia renovación constante. Motivos son éstos, entre otros, originarios de la generación de que hablamos que al encontrarse de repente con el desastre de Santiago de Cuba no lo acepta como un hecho aislado y para explicárselo abre una interrogación ante la palabra España. Justamente lo necesario, una interrogación que derivara en crítica severa y acuñara de nuevo la palabra patriotismo dándole su valor real que había perdido por uso inmoderado.

Con estas notas hemos querido fijar unos antecedentes históricos a los hombre 1898.

En el último de de sus libros dice Azorín: "La base del patriotismo es la geografía. No amaremos nuestro país, no le amaremos bien si no le conocemos...." Estas sencillas palabras que tan presto

van corazón adentro podrían ser la divisa de los hombres de fin del siglo pasado. Hay que conocer España. El enorme error nuestro, desde mucho tiempo, ha sido el darla por conocida y así hacíamos mal uso de nosotros mismos, de nuestras tierras, de nuestro paisaje, de nuestra historia, de nuestro arte.... Nuestros novelistas regionales nos interesaban por la trama; el escenario lo suponíamos sabido y corríamos por él sin atención, y a fuerza de creernos siempre donde pisaban nuestros pies íbamos suprimiendo poco a poco la realidad y creándonos una España fantástica, arreglada a propias conveniencias individuales, trazada por prejuicios. De aquí deriva la autodenigración española. ¿Se ve ahora lo que debemos a la generación del año 1898? Naturalmente que al anunciar a sus hombres comprendemos con toda su actuación a los precursores. Unos y otros trajeron el amor a la pura vida española, a la vida provinciana, a las costumbres, a la tradición, al pasado, que entre otros motivos tenía el de ser un testimonio. Se recorren los pueblos, se contempla el paisaje, se veneran las catedrales, se busca la razón de todo y se exalta Castilla. Son castellanos nuestros dos héroes nacionales: el Cid y Don Quijote. Y este pueblo que nos dá la Epopeya y forja el gran ideal de la unidad política española que construyó con su propio corazón, es un punto de mira para los que sueñan con una España nueva. En 1898 precisamente publica el ilustre Menéndez Pidal su edición definitiva del *Cantar de Mio Cid*, el poema nacional. Esas causas misteriosas de la Historia conspiraban para un nuevo periodo que se abría con el nuevo siglo. En una palabra: se vuelve la vista atrás, pero no para revivir el pasado sino para sacarlo a luz, para conocerlo, para afirmar lo nacional, pero sin caer en la tentación tan fácil y tan disculpable, dado el momento, de cerrar los ojos y los oídos a lo de fuera. Y tanto as así que logra pronto fortuna una palabra nueva: Europeización.

De aquel grupo han destacado con firmeza su personalidad en el periodismo, la novela, el teatro.... Ramiro de Maeztu, Valle-Inclán, José Martínez Ruiz (*Azorín*), Pío Baroja, Manuel Bueno.... Las plumas de todos ellos, extraordinariamente exaltadas, se pusieron al servicio de causas radicales extremas; su ideología, sostenida con tesón, les llevó a exageraciones naturales en los pocos años y fundaron periódicos de un alta significación literaria que aun viviendo poco dejaron vivo recuerdo de originalidad. A la aclamación nacional de 1905 en pro de Echegaray a quien se había concedido el premio Nobel respondieron con una manifestación que condenaba el último destello del teatro romántico. Querían un arte natural, verdad, sin artificios ni prendidos; no se rebelaban contra el hombre ni su obra, querían sólo detener una influencia. Y aquéllos que entonces no contaban en su haber sino sinceridad para justificar sus diatribas contra lo que reputaban pasado, cuentan ahora con sólida labor de gran significación en la historia contemporánea de la literatura española.

Pues esa labor es desconocida aquí en su totalidad. Pero si a alguien cabe culpa de ello es a nosotros mismos, a los españoles, desapercibidos hasta ahora de la atención que por uno u otro motivo se presta al castellano en todas las instituciones de enseñanza de los

Estados Unidos; somos nosotros quienes teníamos el deber de decir que en España había algo más después de Alarcón, Valera y Palacio Valdés, bien entendido que esto no significa desdén para estos novelistas, hijos de su tiempo y lejos del actual por haber sido su obra la representación de un instante de aquellos días. Hoy tiene España otros problemas, otros modos de vida y son los autores de hoy quienes los reflejan, por eso los españoles debemos traer esos libros para responder al interés que aquí despierta España, y que nos conozcan al día, pues aun cuando alguien (1) ha escrito significando que todo ese interés es un puro interés comercial, de negocios, nosotros no lo creemos, en primer lugar porque afirmarlo sería desconocer la naturaleza humana, tan varia, tan compleja, tan curiosa; pero sobre todo por haber observado lo contrario en las más importantes universidades de este país. Claro que no se debe únicamente a una razón de azar la popularidad en Norteamérica de los tres novelistas citados arriba y bien pudiera encontrarse el fundamento de ella en el optimismo de sus obras, llenas además de color local muy agradable siempre a un país como éste, nuevo del todo, y por tanto enamorado de lo tradicional. Por eso cuando se aventura en otros modernos novelistas españoles pasa por alto a Galdós, excepto en *Marianela*, a la Pardo Bazán, y se fija en Blasco Ibáñez, en *La Barraca* y más aun en *La Catedral* y *Sangre y Arena*, donde predomina lo pintoresco (2),

A los nuevos no se ha llegado; se les desconoce en absoluto, por eso hablamos de ellos, poniendo por esta vez el principal empeño en situarlos en nuestra historia contemporánea para facilitar su comprensión.

Y es tanto más sensible ese desconocimiento, por hallarse palpitando en ellos España, no la regional, cerrada, al modo de Pereda por ejemplo, sino toda ella, motivo siempre y ahora extraordinariamente más, de curiosidad en este país, donde hace mucho tiempo se rinde culto a nuestro arte y desde hace poco a nuestra historia; y a los historiadores Norteamericanos deberemos seguramente en plazo no muy largo la rehabilitación de nuestra colonización de ultramar, pues ya son bien considerables los prestigiosos nombres que afirman que entre los conquistadores españoles no hubo sólo aventureros y entre los adelantados no todos merecían las acusaciones de nuestro venerable Padre Las Casas.

Estamos demasiado cerca de la actual literatura para poder dar de ella una idea de conjunto. Para hacerlo es esencial la perspectiva y la obra de estos hombres nuevos se elabora diariamente y a veces se rectifica sino en el fondo, en detalles que tienen con frecuencia valor esencial, por tanto, sería una empresa absurda querer reducir este momento a una línea general. Esto y el espacio nos obliga a dar unas notas, breves, de la obra de dos de estos hombres pero con

(1) Véase el artículo publicado por el Prof. Frederick Bliss Luquiens en *Yale Review*, mes de Julio del año pasado.

(2) El ilustre novelista americano William Dean Howells, ha escrito en cierta ocasión que, muerto Tolstoy, uno de los primeros novelistas del mundo era nuestro Blasco Ibáñez. En verdad que sentimos no compartir esta opinión.

el propósito de seguir hablando en este mismo tono, en ocasiones venideras, de los restantes.

De aquella generación, el novelista por excelencia es Pío Baroja, el más español de los escritores en lo que va de siglo, tanto por lo que hay en su obra de impulso tradicional, única motivación de su arte, por los tipos que escoje, como por el entroncamiento que guarda, sin pretenderlo,—y esto a nuestro entender es su mayor originalidad—con una de las características de la literatura española. Además, en toda su obra, bastante numerosa ya, está contenida la España de nuestros días. Acaso, acaso no todos sus libros tuvieran éxito en este país; no podrían hermanar fácilmente el sombrío pesimismo del autor vasco con el congénito optimismo americano. La concepción de la vida en el autor no concuerda con la tenida aquí y esto ya es una dificultad para hallarle orientación a su obra; sin embargo, allanaría mucho camino la gran amabilidad de su estilo, sencillez, salpicado con frecuencia de una donosura como no hemos visto desde nuestra novela picaresca hasta Galdós, a quien hay que reconocer como necesario antecedente para explicarse la obra de Baroja, encarada constantemente al sentido nacional, no en la manera de Maurice Barrès, esto produciría pavor a Baroja, tan libre de todo prejuicio, sino hacia el ambiente total español, visto y vivido sin preocupación de ninguna clase, sin idear nada, pero sabiendo escojer lo fundamental. Diríase que la vida le dicta las obras y cuando como en sus novelas **Los últimos románticos**, **La ciudad de la niebla**, **César o nada**, etc., los escenarios son París, Londres o Roma, es para destacar en ellos un aspecto de la vida española, un tipo español, y verlo diferenciado hasta con una dureza de contornos un poco exagerada para poder apreciar mejor sus cualidades y defectos. Exageradísimo, agresivo, han escrito algunos críticos de Baroja sin pensar que buena parte del pesimismo de este hombre del norte, sombrío y regocijante, no viene de sus carácter sino de lo que ha profundizado en el alma nacional. Pocos, exceptuando a Galdós, a Clarín y a Unamuno, han sabido ver tan vivamente en nuestra raza que sigue siendo rica y plena, no obstante su pasividad, en el pueblo, en las ciudades muertas, en las sierras, en las calles. Y aun a veces en algún rincón de casa señorial, las fuerzas atávicas nos regalan con un vástago del temple de Fernando Ossorio en cuya humanidad revive entera la fuerza del pasado que al encontrarse frente a estos tiempos, fuera de su ambiente, se rebela, vaga de aquí para allá inquieta, desasosegada, con el alma en pena. Estos vagabundos como Fernando Ossorio, Manuel Alcázar, Quintín y Zalacaín el aventurero, contienen toda la ideología de Baroja, una ideología en la que van juntas y con frecuencia se enseñan los puños, la acción y la intelectualidad, disputándose esa difícil doncella que se llama Vida.

Con todo, la obra de Pío Baroja había de hallar un público aquí y más con el precedente del éxito de O. Henry. Las novelas de la vida madrileña, **La Busca**, **Mala Hierba** y **Aurora Roja**, despertarían interés, pero quizás lo tendría mayor **El Mundo es así**, un noble canto a la mujer apasionada y honesta que se desilusiona poniendo en cualquier hombre las posibilidades de su alma devota, sobre todas las

cosas, del amor, del amor amplio que es el más puro de los sentimientos por ser todo él comprensión. De las obras de Pío Baroja tal vez ésta es la más encontrada con la opinión que tiene de la vida el pueblo americano. Para el autor español nos acechan de continuo la crueldad, el dolor, la melancolía; la vida es un continuo flujo y reflujo de amarguras y equivocaciones.

Una vez escribía Galdós al inolvidable Clarín: "Yo pensé ser un hombre de acción..." ¡Cuántas ilusiones perdidas con aquel fracaso! En Baroja creemos ver también el fracaso de estas ilusiones de accionar en su tiempo, en los hombres, pero menos resignado el autor del *Arbol de la ciencia* escribe hoy día las "Memorias de un hombre de acción" entre las cuales se nos antoja ver no lo que hizo Aviraneta, el protagonista de esas memorias, sino muchas cosas que hubiera sido capaz de hacer Baroja de haber nacido en otro tiempo. Si este novelista llegara a ser conocido aquí no dudo que haría mucho en pro de la intimidad de España y los Estados Unidos, pues no hay pueblo en el mundo que respete y venera más incondicionalmente que éste las fuerzas de positivo valor que esperan un impulso para ser efectivas, y en la obra de Pío Baroja se ve eso, lo que puede ser España, además de lo que es.

De la misma época es José Martínez Ruíz, *Azorín*, escritor totalmente diferente del anterior, pero en cuyos pensamientos se deja ver claro el influjo de aquella etapa lo cual establece entre los dos un lógico parentesco. En los libros de uno y otro vive constantemente la conciencia de la nación. En el primero su preocupación se resuelve en crítica, en el segundo en impresiones, impresiones nuevas, porque *Azorín* es un explorador de nuestro propio suelo, de nuestra propia literatura y a él, hombre exquisito, los pueblos, los hombres de las provincias, el paisaje, los libros olvidados, las menudas cosas cotidianas, esto sobre lo demás, le encienden el alma de amor a fuerza de querer comprenderlas, llegando así a ser sus libros una letanía a la España pretérita que ha divulgado, dentro de nosotros, una de las cualidades más precisas para vivir con dignidad: la atención. Con ello la obra de *Azorín* une a un gran valor literario el de haber despertado interés hacia lo nuestro enseñándonos a mirar adentro. *Azorín* viajó por España, frecuentó lugares apartados, trató a las gentes sencillas del campo, sorprendió la senectud de nuestra alma, lo perenne de la vida provinciana y nos trajo a hoy una vida diaria pasada que coincide con la actual, que todas habíamos mirado pero que nadie había sabido ver: lo interrogó todo, buscó en todo y en sus libros nos hizo observar cómo nuestros personajes de los clásicos podrían, si despearan, creerse en sus años y con esta manera delicada nos hizo sentir el bochorno de ver actual el pasado. Con su amor a lo pretérito por pretérito nos dijo cariñosamente el atraso de España y trajo en apoyo suyo la opinión de ilustres españoles olvidados cuyas inculpaciones parecen pronunciadas ayer por lo precisas. Todos sus libros son matices, momentos, sensaciones de España: hombres, pueblos, paisajes, y de ellos una impresión en donde se mezcla lo íntimo del autor con lo íntimo de la cosas cuya alma penetra perfectamente. En cambio *Azorín* no tiene visión del conjunto; sorprende únicamente

el detalle, la línea. De ahí la perfección de su arte. El conjunto le ciega; para comprenderle tiene que desmenuzarlo y el concepto acaba por perderse. Conocedor como pocos del paisaje castellano, del que ha escrito páginas inimitables, nos da sólo de él el verdor jugoso de un herrén o la roja entraña de una barranca;—con el vigoroso conjunto de Castilla nos regala Pio Baraja en su **Camino de Perfección**:—buscador de oro en nuestros clásicos nos hace sentir hoy la fugaz sensación de un poeta del siglo XVI modelando un verso.

Su obra es también numerosa; ha escrito muchos libros y de ellos una sola novela **La Voluntad**, donde se muestra la fuerza del medio, pues un hombre templado para la lucha, bien provisto de ideas, apercibido del peligro ambiente, acaba sometido a él, a la aterradora quietud de un pueblo provinciano. **Azorín** ha tenido la humorada de personalizarse en el héroe prediciendo la madurez de su vida, pero afortunadamente para todos, como buen adivino se equivocó. Es una novela que no debe pasar por alto quien tenga intención de conocer la literatura española de estos días. Al último del libro escribe el autor: "Su segunda vida será como la primera toda esfuerzos sueltos, iniciaciones paralizadas, audacias frustradas, paradojas, gestos, gritos...." No ha sido así, el ambiente ha sido en este caso menos poderoso.

Mas lo determinante del autor es el resto de su obra, una serie de volúmenes de ensayos por donde desfilan los más bellos paisajes españoles, los pueblecitos dormidos a la sombra de las catedrales la sabiduría popular, los viejos artesanos.... El autor, a veces es un costumbrista exquisito, otras un glosador de las mieles clásicas para lo cual no se vale de otro criterio que el de su sensibilidad, tan sugestiva, que estos ensayos, libres de toda empalagosa erudición, han creado un gusto nuevo y provocado un movimiento hacia los clásicos, en camino ahora de ser populares. Y a **Azorín** le cabe la mayor parte de esa gloria.

Toda su obra va en el mismo sentido, esceptuando dos libros **Antonio Azorín** y **Las confesiones de un pequeño filósofo**, donde el autor relata las andanzas de su infancia y juventud de una manera sencilla, ingénua, pero no desprovista de una acerba intención crítica contra muchas cosas de su tiempo. Sería difícil seleccionar sus libros, tan iguales son; pero si nos viéramos obligados a señalar de ellos a cual debemos una emoción más continuada y más pura, sin vacilar escogeríamos **Castilla**, donde yo no sé si por una casualidad o deliberadamente, ha resumido **Azorín** todas sus tendencias, habiendo logrado producir el más pleno de sus libros, el más hijo de su personalidad. En lozanía le gana el titulado **Los Pueblos** (Ensayos de la vida provinciana), libro lleno de humor por cuyas páginas pasan quedos, lentos, con la cabeza baja, no se sabe si distraídos o pensativos—este equívoco es uno de los mayores encantos del libro—los hombres de las provincias españolas. En el ensayo titulado "Un trasnochador" se dan, con humorismo raro en nuestra literatura, todas las razones de una sinrazón netamente española.

Debería venir ahora la resultante de estos dos escritores cuyo influjo es ya bien diverso y notable, pero hemos de resignarnos a dejarlo para otra ocasión.

RAMON JAEN.

West point, N. Y., Diciembre, 1916.

FALL MEETING OF THE ASSOCIATION

Cordiality and goodfellowship were the keynotes of the fall meeting of the Association, held at the Hollywood High School on Saturday, October 28th. The social hour was especially enjoyable because of the large number of representative teachers present, among whom were several of our new members. At eleven o'clock the meeting was called to order by President Riddle; the business meeting was omitted and the following interesting and instructive program given. An address of welcome by Principal Snyder, echoing again the cordiality of the Hollywood High School, was followed by scholarly papers dealing with the choice of a language by our high school students. Mr. Wheeler, Mr. De Shazo and Miss Carrillo of the Hollywood Modern Language Department handled in a masterly way a rather hackneyed subject and presented a thorough, yet concise statement of the advantages gained from language study in general, and from German, French and Spanish in particular. Music was furnished by Hollywood students and by Miss Margaret McKee, the little "Queen of Whistlers."

The luncheon served in the school cafeteria, which was gay with Hallowe'en decorations, was an appropriate climax for the day's program. Short after-dinner speeches were given by President Riddle, Dr. A. E. Wilson, Principal of Manual Arts High School, and Dr. J. Ziegner-Uriburu, legal representative of the South American Republics, in which personal experiences were related to show the added richness of life which may come through language study.

Deeply appreciative of the hospitality extended us by the Hollywood High School and well satisfied that our Saturday had been well spent, we left about 2:30, assured that the Modern Language Association of Southern California is wide awake and ready to accomplish splendid things.

IDA E. HAWES.

(In lieu of our modest Secretary from Hollywood.)

ROMANIC LANGUAGE ASSOCIATION

The Romanic Language Association of California held the fall luncheon and meeting November 4th at "Il Trovatore" restaurant, in the Latin quarter of San Francisco. There was a good crowd present and we all agreed that we had never had a better meeting. Prof. Espinosa came and gave us a little talk in Spanish. Dr. Goggio of the University of California read a very interesting paper in Italian on recent Italian fiction. Miss Laurence Péchin read a late brochure of René Dumic, "Un Demi-Siècle de la Littérature Française"; it was published this year and was sent to Miss Péchin by Prof. Chinard. We also has some French, Spanish, and Italian music by Miss Péchin and Mr. Dye.

MARTHA A. IJAMS.

THE SPANISH SECTION

Confident that the sections of the Modern Language Teachers' Association ought to claim some right to existence other than the mere privilege of electing officers in semi-annual meeting, and realizing the latent possibilities for the advancement of Spanish studies and instruction in the cooperation of the Spanish teachers of Southern California, the recently elected chairman of the Spanish Section addressed a circular letter to some two hundred of his colleagues. The many replies were full of expressions of enthusiasm and of willingness to be of assistance. As a result, three committees have been appointed to take up aggressively the work planned for the Section.

Miss Kent of Lincoln High, Miss Merriman of Franklin High and Mr. Earle of Los Angeles High compose the Educational Committee. This committee will deal with such important matters as the standardizing of pronunciation, the examination of instruction, etc., and will have entire supervision over the programs of proposed Section meetings and over all public programs or lecture courses undertaken by the Section. The first offering of this committee will be the program to follow the luncheon in honor of Professor A. M. Espinosa on December twenty-second, immediately following his address at the Los Angeles High School. The committee hopes to secure Señor D. Ramón Jaén, a young Castilian scholar of renown, for one or more lectures in June, when Señor Jaén is expected to be in Los Angeles to join the chairman of the Spanish Section on his way to Berkeley, where both are to be again members of the faculty of the Summer Session.

Miss Michod of Lincoln High, Mrs. Hatfield of Pasadena High and Mr. Kersey of Custer Intermediate form the Social Committee that is now busy with arrangements for the informal reception to Professor Espinosa, which is to precede the luncheon.

The Publications Committee is composed of Mrs. Cox of Manual Arts, Mrs. López de Greene of Boyle Heights Intermediate and Miss Snyder of Thirtieth Intermediate. This committee will secure and edit all the Spanish material which appears in the Bulletin. It will also presently bend its efforts to the publication of a Directory of the Spanish teachers of Southern California, and also a catalogue of all the Spanish books in the Los Angeles Public Library. The Section Chairman hopes to see this committee able, through the cooperation and active assistance of Section members, to publish before long a pamphlet of suggestions to teachers of Spanish containing the best ideas, methods, club programs, songs, desirable books and magazines for a Spanish teacher's book-shelf, and the best and latest texts for the four years' course.

For the full realization of the possibilities of the Spanish Section there is need of the willing cooperation of every individual teacher of Spanish in all Southern California. The activities of the Section are going to be of so valuable a nature that only those teachers of Spanish who can afford not to participate in them and be an integral part of them are those who are, or of a right ought to be, on the pension list.

R. E. SCHULZ,
Chairman of the Spanish Section.

BOOKS

Duden, Rechtschreibung der Deutschen Sprache und der Fremdwörter. Neunte Auflage. Bibliographisches Institut, Leipzig und Wien, 1915. 75 cents.

Duden's "Orthographisches Wörterbuch" has for many years been the standard of German reformed or simplified spelling. In this most recent edition, another book, "Rechtschreibung der Buchdruckereien deutscher Sprache," has been combined with the former. This ninth edition has a particularly interesting history. Its original author, Dr. Konrad Duden, died soon after the completion of the manuscript, Aug. 1, 1911. His successor, Dr. Wülfing, followed him in death about two years later, after reading the first proof. The publication of the book was then accomplished by Dr. A. C. Schmidt, who was designated by the "Allgemeiner Deutscher Sprachverein" to complete the work. These three men had been and were assisted by Otto Reinecke, the chief proof reader of the Imperial Printing Office at Berlin. The book thus bears a singularly official character, and represents the most recent aspects of simplified and unified German spelling. In its introduction it contains the most important rules of grammar and spelling, and models of German proof reading. The body of the book is exceedingly complete and well arranged. A very desirable feature is the indication of the accent of each foreign word (Fremdwort) by means of a dot under the accented vowel. Under the present auspices the new "Duden" has more than ever become the standard of correct German usage, and no teacher of German can afford to be without it.

Deutsche Stilkunst, by Eduard Engel. 24 Auflage, 1914. G. Freytag, Leipzig. \$1.25.

This is a great work on German literary style and prose composition. Its author has given abundant proof of his own literary ability and universal training by publishing standard works on German, French and English literature. The book is very complete, discussing the problems of German literary style with an abundance of illustrative quotations from many well-known authors. It contains over

500 large-size pages and is sold at a very moderate price. The book represents the life work of its author, and seems to have supplied a long-felt want of the German public, for it passed through twenty-four editions in a little over three years. We may well claim for it that a thorough study of the book equals a college course in the same subject.

Valentin Buehner.

Lecturas Fáciles. Wilkins and Luria. Silver, Burdette & Co.

Teachers of Spanish in secondary schools will welcome "Lecturas Fáciles," the new Spanish reader by Lawrence Wilkins, head of the Spanish Department, De Witt Clinton High School, New York, and Max Luria, instructor in Spanish in the De Witt Clinton High School. The book is intended for second and third term use in secondary schools, or the first semester in college. The reading material of the first section of the book, is arranged in increasing order of difficulty. Exercises appear at the end of each reading lesson, adapted to both oral and written work; word studies; memory passages. The second part of the reader consists of interesting articles in Spanish on Latin-American countries.

Some of the articles are adapted from the publications of the Pan-American Union. The book is beautifully illustrated, and contains the maps of Spain, Central America and South America.

Gracia Fernández.

Künstler Monographien. Velhagen und Klasing. Leipzig.

These are similar to the "Erdkunde Monographien" series only on art subjects. Price 3 to 4 marks.

Lebenserinnerungen eines deutschen Malers. Ludwig Richter (an autobiography). Published by the Dürerverein for 3 marks.

This book is exceptionally fine as literature in that it gives the life of so many of the German painters and an insight into their struggles.

(Note: All schools should join the Dürerbund. Its object is to produce good and cheap books. Dues about one dollar a year. One is kept informed of new books and can save the money many times over.)

Charlotte A. Knoch.

Recent Publications in the Field of Modern Language Methodology

Our teachers do not read widely enough or regularly enough. It is our business to peruse professional journals as well as the other most recent publications on our subject in order to gain inspiration and new ideas for our daily work. The standard book of reference in modern language bibliography of this country is C. H. Handschin. **The Teaching of Modern Languages in the United States**, Washington, Bureau of Education, Bulletin, 1913, No. 3. The literature since 1912 has been compiled and critically reviewed by the undersigned.*

A few facts stand out prominently:

1. Practically every writer on the subject is in favor of a direct method for modern language instruction.
2. The Germanic group has been far more active in methodology than the Romance division.
3. Eminent psychologists are actively engaged in scientific discussions of modern language didactics.
4. The professional and scholarly spirit of real, leading modern linguists, both in higher and in secondary schools, is responding more and more to the appeal for help and for guidance in directing their young and inexperienced fellow-teachers or those about to join the ranks. The future is full of promise.

Carl A. Krause.

Jamaica High School, New York.
***The Direct Method in Modern Languages.** Scribner's, N. Y., 1916. 75c.
The Modern Language Journal. Vol. I, No. 1, October, 1916; pp. 33-40.

"Azulejos." Poesias de Julio Sesto. "El Libro Español." Puerta del Sol 6. Madrid.

We have just happened to come across a little book of Spanish verse from the pen of Julio Sesto, which is indeed worthy of perusal. The poet is unconventional in his choice of subjects and shows a fine poetic instinct in his idealization of the most commonplace things. The volume bears the euphonious title "Azulejos" the name of the first poem that appears in the book. These stanzas merit special notice for their musical quality and for the subtle charm thrown about the common, but peculiarly fascinating, glazed tiles that add so much of color and novelty to Span-

ish architecture.

¡Azulejos, azulejos!
 que desde alguna torre,
 bendecida.
 al llegar a las ciudades
 nos saludan con reflejos
 y nos dan la bienvenida
 desde lejos . . .

¡Azulejos . . . azulejos!

The poem, "Mi Baúl" supplies a bit of humor very appealing in the quality. "La Sonrisa de mi Rey" is a pleasing tribute to the popular young Spanish monarch—these are its concluding verses:

Dios conserve su alegría
 que sonría, que sonría
 sin cesar
 a su pueblo resignado,
 tan cansado, tan cansado
 de llorar.

Mary P. Cox.

Spanish Grammar. Bassett. Addington Press.

Practical Spanish Grammar. Fuentes and François. Macmillan Spanish Series.

These new grammars have just reached us and we shall have a review of them for a later number of the "Bulletin" by Prof. R. E. Schulz of U. S. C.

The Spanish American Reader. Ernest Nelson. Heath.

This is another book bearing the date 1916, and really something different, but it is too big a book to be glanced at and criticized superficially. We fancy it will call forth considerable discussion, and we shall reserve a review of it until a later number.

Elementary Spanish Reader. Aurelio Espinosa. Benj. H. Sanborn & Co.

Espinosa's Elementary Spanish Reader is a very late addition to the material available for class room work. It presents an attractive appearance, being amply provided with illustrations and maps. There is a greater variety of material in it than in any other reading book that has come to our notice. There are the usual lessons on class room subjects, various folk-lore stories, a short play, humorous anecdotes, riddles, coplas, some of which are set to music, an excellent selection of proverbs and some representative poetry and prose by modern Spanish writers. The questions following the lessons are very useful to the student in preparing for the recitation and as suggestions to the teacher as well.

One is inclined to wonder if we are not perhaps in our Spanish readers running a little too much to folk-lore stories. These appeal strongly to the very young in the intermediate school but, as many of the beginners in high school are rather mature, we need to offer them things that are simple but not childish. There is in this new reader, however, a good deal to choose from and, by judicious selection, perhaps each teacher could find exactly what his class of beginners would most enjoy. At any rate the book is valuable addition to our list of texts and it will no doubt receive a hearty welcome.

M. P. C.

Die Blauen Buecher consist of two series of books in two sizes, artistically bound in blue paper and of uniform price (85 cents). One series is made up of beautiful illustrations of scenes and of famous buildings from foreign lands. The other takes up various subjects, political, religious and educational; also some translations, among which a volume of Emerson's essays in German is to be found.

Some of the titles are: "Deutsche Kinderlieder"; "Macht auf das Tor!" (a collection of 500 old German songs for children); "Deutsche Dome des

Mittelalters"; "Der Deutsche Gedanke in der Welt"; and many others.

The latter book, by Paul Rohrbach, is now in its 90th thousand and is well worth a careful reading.

These books may be secured through the German Bookstore, 8th and Hope Sts., Los Angeles. If not in stock, Mr. Apell will be glad to order them, if they can be secured during these troublous times. Mary B. Buerger.

The following new publications are worthy of careful consideration. Lack of space prevents a review in this number of the Bulletin:

A First German Grammar. Allen and Phillipson. Ginn & Co. 1916. pp. 431. (See adv.)

Deutsch für Anfänger. W. D. Zinnecker. D. C. Heath & Co. 1915. pp. 380.

Handschen's German Series (Loose leaf) 90 "Series." Series Pub. Co., Oxford, Ohio.

Das Peterle von Nürnberg. A. B. Co. III. With exercises. pp. 206. 1916. (See adv.)

Burg Neideck. A. B. Co. III. With exercises. pp. 224. (See adv.)

Hier und Dort. H. H. Fick. A. B. Co. 1916. pp. 272. (See adv.)

C. A. W.

PERIODICAL LITERATURE

(April to November)

Grammar, A Platform of. C. H. Ward. Sch. Rev. Apr., 1916.

Urges a more systematic teaching of English grammar and suggests that in selecting material for study the following platform be adopted: "To deal with no mere forms, to ask what words do, and to keep before us the vision of better sentences."

High School Teachers in California, Are There Too Many? W. Scott Thomas. Sch. Rev. May, 1916.

The writer shows that, contrary to common belief, "there is no oversupply of high school teachers in the state; there is rather a shortage in some lines. . . . We need," he continues, "some concerted and statewide plan by which candidates can be early informed of the present and probable needs of the state in this matter, so that they may choose wisely."

Advanced Reading-Texts in Mod-

ern Foreign Languages, A Plan for Handling. J. H. Deihl. Sch. Rev. May, 1916.

The following method, comprising five "processes," for the handling of reading-texts provides for a thorough understanding of the text and the ability to read aloud intelligently. The successive steps are: (1) A natural unit of the text is read aloud in the foreign language. (2) The pupils prepare a list of the unknown words and expressions. (3) The pupils define the words written down. (4) The text is translated with the assistance of the completed list. (5) The unit is again read aloud in the foreign language.

Junior High School, The. Chas. H. Judd. Sch. Rev. April, 1916.

The writer presents several reasons for a general introduction of the Junior High School, better known in California as the Intermediate School.

The eighth grade, completed at the age of fourteen, does not mark a logical division in a child's educational development. "The sixth grade is the natural point of differentiation and the problems of secondary education unfold themselves from the child's twelfth to eighteenth years."

Junior High School Project, A Study of the. Joseph Abelson. Education, Sept., 1916.

Gives a list of 250 cities and towns in which the Junior High School is established and enumerates the evils of elementary and secondary education—unnecessary retardation through promotion by grades instead of subjects, waste of time in elementary education, etc.—which are being eradicated by this readjustment.

Grimm's Law and Its Relation to the Study of Foreign Languages in High Schools. W. A. Sutherland. Educ., Sept., 1916.

Much that is reserved for the advanced student of languages may be used to advantage in teaching beginners. Great care, however must be exercised in the selection of such material and only the teacher who has made a study of historical grammar can make a proper selection. There is danger of paying too little respect to the intelligence of students in languages. Mr. Sutherland rightly calls attention to material which, if well presented, would be welcomed by the average student as an aid to memorizing vocabulary.

Directed Teaching and Directed Observation—A Correction and an Explanation. J. D. Deihl. Sch. Rev., Sept., 1916.

On the training of teachers in the University of Wisconsin.

French Phonetic Training in the University High School. A. G. Bovée. Sch. Rev., Nov., 1916.

An outline of the phonetic training given in the University of Chicago High School,—just what can, and should, be included in all courses in French.

Junior High School, A Bibliography of the. Joseph Abelson. Educ., Oct., 1916.

List of some hundred and thirty articles on the Junior High School.

End Consonants and Breath Consonants in French and English. James L. Barker. Mod. Phil., Nov., 1916.

A scholarly discussion which should prove of assistance in acquiring the French consonants, especially the *l* and *r*.

The Direct Teaching of Modern Foreign Languages in American High Schools. Charles M. Purin. Mod. Lang. Journal., Nov., 1916.

The paper of which an abstract was given in the April issue of the Modern Language Bulletin.

Individual Differences and Note-Book Work in Modern Foreign Languages. J. D. Deihl.

Methods for providing for the individual needs of the members of a class.

Monatshefte für deutsche Sprache und Pädagogik. Milwaukee, Wis.

This is the official journal of the National Association of Teachers of German (Deutschamerikanische Lehrerbund). The September, October and November numbers contain the report and addresses of the biennial convention held in Milwaukee, June 28 to July 1, 1916. The following articles are of special interest:

Vergangenheit und Zukunft der deutschen Sprache in Amerika. Prof. A. B. Faust, Cornell University. Sept., 1916.

Ueber den inneren Zusammenhang der deutschen Kursus in der Elementarschule und High School. Dr. Peter Scherer, Indianapolis, Oct., 1916.

Warum die direkte Methode? Max Griebisch, Milwaukee. Nov., 1916.

Der Gebrauch der Phonetik im neusprachlichen Unterricht. F. H. Hamman, Milwaukee. Nov., 1916.

Wie weit soll der Gebrauch der englischen Sprache im neusprachlichen Unterricht zulässig sein? Frieda von Unwerth, New York. Nov., 1916.

V. B.

We are just in receipt of the November Bulletin of the Wisconsin Association, which is to appear bi-monthly hereafter. The price of the four numbers (November-May) is 50 cents. Address, J. H. Deihl, secretary, Madison, Wisconsin.

This number contains, among other things, interesting articles on "Teacher Training in the Colleges and Normal Schools of Wisconsin," and several pages of live "Hints, Helps and News Notes," among which is an appreciative paragraph concerning our own Bulletin.

NOTES

On November 18, at Boyle Heights Intermediate School, a one-day "Institute" of Intermediate School teachers was held. Both general and departmental sessions were held. The topic of the Modern Language session was the adjustment between Intermediate and High School work. Among the speakers were: Mr. Buehner (M. A. H. S.), Miss Ginaca (L. A. H. S.), Miss Merriman (Franklin High), Mr. Combs (Lincoln High), and Dean Norton of Pomona. From all reports this new "Institute" was a decided success.

The German department of the University of California is about to put out a pamphlet devoted to listing and describing all sorts of material of use for German clubs and for special work in German classes. This pamphlet will be sent to all teachers of German in the state, and promises to be most acceptable.

Although in a high school whose attendance is seventy, we have but nine pupils in first and second year German, and twenty-eight in first and second year Spanish, nevertheless we have this year organized a *Deutscher Verein* and a *Círculo Español*, each of which meets once every two weeks. The "*Verein*," owing to the small number, meets at the houses of the students, whereas the "*Círculo Español*" meets at the High School. We have papers, reports, poems, games, and songs, and have strictly "*echt*" Deutsch and "*puro*" Español refreshments. We have managed to put the speaking of the foreign tongue very much in the foreground and welcome greatly the parliamentary terms just supplied by Mrs. Hatfield and Miss Meyrl in October edition of *Modern Language Bulletin*. Hereafter our clubs will have parliamentary practice. We are planning plays to be given by each organization later in the year. Of course, we are handicapped by the fact that we have to use first-year students, but they are taking hold with a vengeance. I wonder if any other high school as small as we are, supports two such clubs.

Alexander J. Barnes,
Nordhoff, Cal.

On December 1, at Stanford University, was held the first session of the Philological Association of the Pacific Coast. Following is the program:

1. Bianca Maria di Challant as a Romantic type. (Italian) Prof. Stanley Smith, L. S. J. U.
2. Suetonius and Caesar's German Campaigns. (Latin) Prof. Monroe Deutsch, U. C.
3. History of the Writing of Goethe's "Tasso," Prof. W. A. Cooper, L. S. J. U.
4. Etymologies in Cassiodorus, Prof. William Merrill (Latin), U. C.
5. The Elegiac Couplet in Plato's "Lysis," Prof. I. M. Linforth, U. C.
6. English and German Derivatives, Prof. George Hempl, L. S. J. U.
7. Ruén Darío, the Central American Poet, Prof. S. Griswold Morley, U. C.
8. Prose Translation of Pindar's "Tenth Nemean Ode," Prof. E. B. Clapp, U. C.
9. Dramatic Irony from Chaucer to Hardy, Prof. J. S. Tatlock, L. S. J. U.
10. Illogical Idiom, Prof. Paul Shorey, University of Chicago.
11. The Fifth Century Proscenium, Prof. J. T. Allen, U. C.

That the meeting was a success may be surmised from the following comment: "It was all wonderfully interesting. Numbers nine and ten were simply splendid. I never enjoyed a day so much."

Any teachers especially interested in this Association should communicate with Prof. W. A. Cooper, of Leland Stanford Junior University.

Under date of December 1, Professor Espinosa, of Stanford University, has mailed a letter to the teachers of Spanish in California, inviting their aid in the collection of local Spanish "Folk-Lore," and suggesting a well-arranged method for getting hold of this material. This is an excellent movement and our teachers will surely be glad to assist. Professor Espinosa has already made a collection of this material in New Mexico.

The High School Teachers of Spanish of New York City assembled at the Marlborough Hotel on Saturday, October 21. After luncheon they organized as an association with the following officers:

President—Mr. Lawrence A. Wilkins, head of Spanish department, De Witt High School.

Vice-President—Dr. Alfred Coester, author of "The Literary History of Spanish America."

Secretary-Treasurer—Miss Herlinda Smithers, head of department of Spanish of Bay Ridge High School.

Corresponding Secretary—Mr. Max Luria, instructor in Spanish, De Witt Clinton High School.

The membership of the association of Teachers of Spanish is not limited to New York City. As the name indicates, the purpose of the organization is to promote the study of Spanish and to provide a profitable exchange of methods between Spanish teachers in different parts of the country.

Gracia Fernández.

The German classes of the Hollywood Junior College and High School have begun (November) the publication of a four-page illustrated monthly paper, "Deutscher Wiederhall." A year's subscription (by mail) is 25 cents. Sample copies 5 cents.

SECRETARY'S NOTICES

The convention meeting of the Association will be held at 9:30 a. m., Friday, December 22nd, in L. A. High School. We are to be favored with an address by Prof. Aurelio Espinosa, of Stanford University, on the "Modern Spanish Drama."

We would also call attention to the address by Prof. Paul Shorey, of the Classical Department of the University of Chicago, which will be given at the Classical Section of the C. T. A. shortly after our meeting is over. A full program of the convention and of the various county institutes will be found in the December number of the Sierra Education News.

As the time reserved for the business of the association on the 22nd is limited, members are urged to be prompter than usual in arriving at the meeting!

To secure editorial representation on the **Modern Language Journal** (see ad on page 24), we must send in many more subscriptions from California. Every live Modern Language teacher should have this national journal. A year's trial will exhaust no one's purse. A sample copy has been promised all our members. Please respond promptly.

It is good to find not a few of our members subscribing to **Modern Language Teaching**. This is a cosmopolitanism which pays. Some of us learn

more about English education by traveling through the pages of this journal than when we actually visited England.

The splendid increase in the membership and scope of the Association has added greatly to the work of the Secretary's office. Prompt action on the part of members saves much extra labor and time.

Wanted: Immediate correction of wrong addresses! The present address of those marked (?) in the list.

Wanted: A prompt reply, in the enclosed addressed envelope, to the call for nominations and to the query as to sustaining membership!

Wanted: The prompt remittance of the dues for 1917 (calendar year)! (These can also be paid in person at the Convention Meeting, December 22nd.)

Wanted: More members from among the students and new teachers.

Wanted: More "jottings" sent to Education Committee or to Secretary for the "Notes" column of the Bulletin.

Wanted: Prompt complaints of errors or omissions in the Secretary's work.

With many thanks for the increasing co-operation on the part of the members,

Carleton Ames Wheeler, Secretary.

TREASURER'S STATEMENT

Receipts		Expenditures	
Jan. 1 to Dec. 12, 1916		Publication of April Bulletin....\$ 38.00	
Full membership dues.....	121.00	Publication of October Bulletin	69.90
Associate membership dues.....	50.00	175 copies Krause "Bibliography" (1914).....	4.00
Advertisements.....	48.00	Secretary's fees (two meetings)	4.00
Bills receivable (adv.).....	2.50	Stationery, postage, express, printing.....	47.30
Balance, April banquet.....	2.50	German section.....	.85
Sale of separate Bulletins.....	.75	Expenses incurred during 1915..	19.34
Arrears.....	9.50	Total.....	\$183.39
Total.....		Total receipts.....	\$234.25
		Total expenditures.....	183.39
		Balance on hand.....	\$ 50.86
		John W. Combs.	

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(Address is Los Angeles, unless otherwise stated.)

(Also, in other cities, understand "High School," unless street address is given.)

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